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AUTHOR Davis, Helen M., Ed.; And Others
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ABSTRACT

Materials contained in the 16 volumes that make up the Rural America Series suggest practices through which rural schools can meet local community needs and realize their potential for career program delivery. This volume, one of three in the subset of support information documents, describes the life role development model, which was conceptualized following an extensive literature review including models and guidelines from local, State, and national developmental efforts from which relevant concepts were adapted. The model, which is meant to be adapted at the local level (K-14), is exemplified and expanded in the various handbooks in the series. This volume provides an overview of the model including conceptual framework, outline of procedures for each model component, and description of the action plan for life role development. References and a glossary are included. Appendixes contain outlines of program objectives in the self and interpersonal relations domain, career planning and decisionmaking domains, and life role assumption domain. (TA)

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RESEARCH AND DEVELOPMENT 118 A2

CAREER GUIDANCE, COUNSELING, PLACEMENT,
AND FOLLOW-THROUGH PROGRAM
FOR RURAL SCHOOLS

Life Role Development Model:

A Conceptual Model for Action Planning, Implementing, and Evaluating Comprehensive K-14 Career Guidance Programs and Services

Editor
Helen M. Davis

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Cooperatively Developed
By

Harry N. Drier, Project Director
Helen M. Davis, Assistant Project Director
The Center for Vocational Education
The Ohio State University
Columbus, Ohio

John Hartz, Project Director
Wisconsin Vocational Studies Center
University of Wisconsin
Madison, Wisconsin

Walter Stein, Project Director
The School of Education
Northern Michigan University
Marquette, Michigan

1977

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CAREER GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH PROGRAM FOR RURAL (SMALL) SCHOOLS

Consortium Staff

The Center for Vocational Education — **Robert E. Taylor, Director**

Harry N. Drier	–	Project Director
Helen M. Davis	–	Assistant Project Director
Karen S. Kimmel	–	Research Technician
Karin S. Whitson	–	Program Assistant
Valija Axelrod	–	Graduate Research Associate
Mary Korfhage	–	Graduate Research Associate
Richard Green	–	Consultant, Ohio State Department of Education

Wisconsin Vocational Studies Center — **Merle E. Strong, Director**

John D. Hartz	–	Project Director
Susan J. Kosmo	–	Research Specialist
Wayne A. Hammerstrom	–	Research Specialist
Jan L. Novak	–	Research Specialist
Doris J. Kreitlow	–	Research Specialist

Northern Michigan University — **Wilbert A. Berg, Dean, School of Education**

Walter Stein	–	Project Director
Sandra Hampton	–	Project Assistant

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Project Officer, David H. Pritchard

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FOREWORD

The ever increasing demand for relevant education, based upon career development theory, has placed the guidance field in the midst of many new challenges. Career guidance is more than ever before an educational priority. Comprehensive systems to address these challenges are needed.

The *Life Role Development Model: A Conceptual Model for Action Planning, Implementing, and Evaluating Comprehensive K-14 Career Guidance Programs and Services* draws upon career development theory and our knowledge of human growth and development. It was initiated by the Rural Guidance Consortium composed of The Center for Vocational Education, The Ohio State University; Wisconsin Vocational Studies Center, University of Wisconsin, Madison; and Northern Michigan University.

Much gratitude is expressed to the special consultants, Norman C. Gysbers and Barbara Hartman, whose contributions provided the primary framework from which the Life Role Model was developed.

Sincere appreciation is extended to Helen M. Davis who edited and directed the development of the Life Role Development Model; John D. Hartz, Harry N. Drier, and Walter Stein whose integrated theories, philosophies, and development provided the foundation for the model concepts for action planning; and Valija Axelrod, Karen Kimmel, Mary M. Korfhage, Richard Green, and Susan J. Kosmo for their valuable inputs and continuous commitment to the evolving conception of this Model for the Rural America Series.

The materials that make up this rural guidance program suggest practices through which rural schools can meet local community needs and realize their potential for program delivery. The *Life Role Development Model* presents a framework for creating programs and strategies for implementation in rural schools. Procedures are outlined to facilitate the delivery of a unique, locally appropriate, stimulating, and comprehensive career development program.

Robert E. Taylor
Director
The Center for Vocational Education

PERSPECTIVE ON CAREER DEVELOPMENT

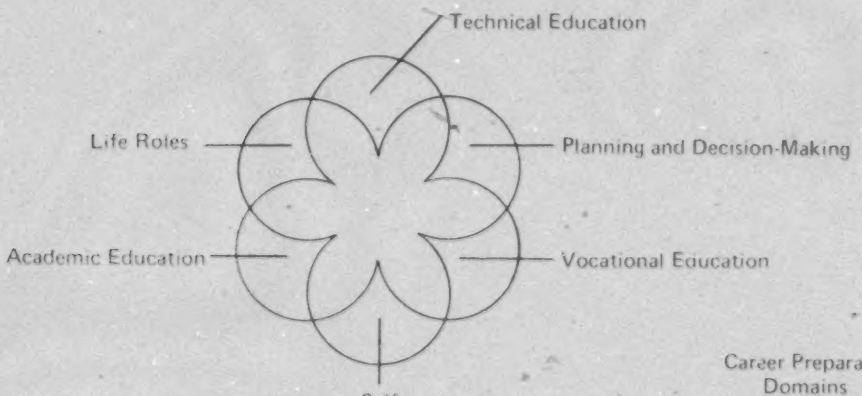
Since 1960 the structures and values of society have undergone substantial change. The work world in particular has undergone dramatic changes both structurally and occupationally. Industrial and business structures have become highly complex and occupational specialization is increasing. Concurrently, urbanization, a mobile population, and the emergence of a vareity of groups and movements asking for recognition have brought about extensive psychological, sociological, and economic changes.

To meet the educational challenges these and other changes represent to individuals and society, the educational community must seek to improve and extend current educational programs. This is true particularly for career guidance, counseling, and placement. To meet current and future individual and societal needs, career guidance, counseling, and placement programs will need to be developed and implemented in such a manner as to give relevance and leadership to other aspects of education in integrating them with the career development of youth.

Accomplishing this will require the understanding that career guidance, counseling, and placement is an integral and central, but specifically identifiable and accountable, part of education. It will require the understanding that career guidance, counseling, and placement is a developmental, comprehensive educational program that by design and operation through the curriculum and through specialized approaches assists individuals in the development of self-knowledge and interpersonal skills, of an understanding of current and potential life roles, and of planning and decision-making competencies.

This definition of career guidance, counseling, and placement clearly distinguishes it from the broader, more inclusive term career education. In this guide career education is defined as being composed of two interrelated programs: (1) career preparation-vocational education, academic education, and technical education; and (2) career guidance, counseling, and placement self-knowledge and interpersonal skills, life roles, and planning and decision-making.

CAREER EDUCATION
An Integrated Approach



Career Guidance Domains
Self-Interpersonal
Life Roles
Planning and Decision-Making

Career Preparation Domains
Vocational Education
Academic Education
Technical Education

As a result, career education provides individuals with "the ability to explore, understand, and perform in their life roles while learning, working, and living."[1] To understand this definition it is necessary to understand that the definition of career in this guide includes the "individual's life roles as citizen, family member, and participant in aesthetic and recreational experiences, as well as worker."[2] The word career, then, focuses on all dimensions of life, not as separate entities, but as interrelated parts of the whole system.

Norman Gysbers, Ph.D.
Professor of Education
University of Missouri
Columbia, Missouri

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[1] Michigan Career Education, *A Reference Guide, Career Development Goals and Performance Indicators,* 2nd Edition, Michigan Department of Education, 1974, p. 1

[2] Ibid.

ACKNOWLEDGMENTS

National Advisory Committee

Everett Edington, Director, ERIC/CRESS, New Mexico State University, Las Cruces, New Mexico

Martin W. Essex, Superintendent, Ohio State Department of Education, Columbus, Ohio

George Leonard, Professor, College of Education, Wayne State University, Detroit, Michigan

Barbara Thompson, Superintendent, Wisconsin Department of Public Instruction, Madison, Wisconsin

Gaylord Unbehaun, Superintendent of Schools, Brillion, Wisconsin

State Department Coordinators

Lorran Celley, Consultant, Wisconsin State Board of Vocational and Technical Education, Madison, Wisconsin

Richard Green, Consultant, Division of Guidance and Testing, Ohio State Department of Education, Columbus, Ohio

Jerry Henning, Consultant, Wisconsin State Department of Public Instruction, Madison, Wisconsin

James Mahrt, Guidance Supervisor, Michigan State Department of Public Instruction, Lansing, Michigan

Robert Meyer, Career Education Director, Wisconsin State Department of Public Instruction, Madison, Wisconsin

Paul Speight, Consultant, Wisconsin State Department of Public Instruction, Madison, Wisconsin

Special Project Advisors

Wilbert A. Berg, Dean, School of Education, Northern Michigan University, Marquette, Michigan

Robert Campbell, Program Director, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

Jack Ford, Assistant Director, Division of Vocational Education, Ohio State Department of Education, Columbus, Ohio

Roger Lambert, Associate Director, Wisconsin Vocational Studies Center, University of Wisconsin, Madison, Wisconsin

Raymond Wasil, Director, Division of Guidance and Testing, Ohio State Department of Education, Columbus, Ohio

Special Contributors

Anna M. Gorman, Research Specialist, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

Andrew J. Bush, Graduate Research Associate, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

Joan Blank, Writer and Editor, The Center for Vocational Education, The Ohio State University, Columbus, Ohio.

Orest Cap, Graduate Research Associate, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

John Meighan, Research Specialist, The Center for Vocational Education, The Ohio State University, Columbus, Ohio

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Section I

CAREER DEVELOPMENT: THE ARENA FOR A CONCEPTUAL MODEL AND ACTION PLAN FOR LIFE ROLE DEVELOPMENT

Career Development

Career development (Crites, 1974; Goulet, 1970; Gysbers, 1973; Osipow, 1968; Super, 1963) is a life-long process in which individuals make decisions about career preparation entrance, maintenance, and/or adjustment. Career development is the product of individual growth patterns and impinging external forces. Our knowledge of career development and human development and their individual variations suggest the following:

- Individuals need to establish a positive self-concept as a base for their career development.
- Career development is a life-long and continuing process, occurring in successive stages.
- Individuals benefit from planned guidance experiences throughout their lives by gaining optimum life role effectiveness.
- Planned guidance experiences do not shorten the maturational process but develop greater mastery of, or efficiency in, planning, decision-making, and preparation for life roles.
- Individuals are affected by hereditary, psychological, sociological, political, economic, and physical factors.
- The effectiveness of a particular guidance and counseling technique stems from its judicious selection from among the range of available group and individual practices that facilitate career development.
- Individuals need broad exposure to the range of life roles available.

Career Education

Career education is the rubric under which the school meets its responsibility to assist individuals' career development. Preparation for preferred work, leisure, aesthetic, educational, citizenship, and family life roles is emphasized. Career education encourages the examination of factors affecting individual contributions to society and facilitates the selection of a realistic and satisfying life style. In doing so, career education is life role preparation permeating all student experiences in the home, school, and community.

Career Guidance

Career guidance, as a program, becomes the facilitator for helping individuals make realistic plans and decisions, prepare for life roles that are realistic for them, and develop healthy self and interpersonal relationships. This must be done within the context of the student's individual needs and aspirations, allowing the individual access to as many of those portions of the career preparation domains that are needed to facilitate a career path resulting in personal satisfaction. Thus, career guidance integrates all aspects of the curriculum into the career development of youth.

Need for Effective Programming

The need for effective programs to facilitate the career development of rural youth is well established. Changing economic and social conditions in both rural and urban areas have expanded the variety of occupations and encouraged the articulation of more stringent employment requirements. These conditions, in addition to the likelihood of mid-career changes, demand relatively sophisticated decision-making skills to cope with the choices and changes. These same skills are required for educational, leisure, and personal decision-making.

Life Role Development Model Emphasis

The school is the institution within which life role choice and preparation most often occur. The rural school, however, frequently does not have a comprehensive career guidance program to meet career development needs adequately. For this reason, the *Life Role Development Model* is intended to assist local, self-help efforts in rural communities to install and upgrade career guidance, counseling, placement, and follow-through programs in their schools.

The *Life Role Development Model* emphasizes collecting information, planning, and taking action based upon the information gathered and determining the results to effect change in career development programs for rural students. This model may be used to guide program implementation or to organize information to develop a local model.

User Populations

The instrumental populations for the *Life Role Development Model* are school staff and home and community members in the rural setting. Although the model is specifically designed for use by rural educators, implementation of the *Rural America Series* career guidance program can be generalized for use by larger audiences. Home, school, and community members are viewed as essential contributors to the career development of rural youth. The effectiveness of the contributions can be improved through coordinated planning, implementation, and evaluation. Some aspects of the roles these three sectors might play are described as follows.

Student Population

The *Life Role Development Model* is designed to serve K-14 students attending rural and small schools, as they become aware, explore and make decisions in regard to selection and assumption of various life roles.

Home and Family Members

Home and family members may help youth to recognize and give some structure to such factors as work and leisure pursuits, career aspirations, and selection of career preparation. They may also provide youth with the opportunity to explore careers. The provision of support is seen as most important as youth attempt to broaden their aspirations and options. This form of encouragement makes it possible for youth to broaden their horizons through assuming a greater role in facilitating their own career development.

School Staff Members

In accordance with this model, school staff members assume the primary responsibilities for the career development program. The role of the staff members begins with establishing improved career guidance as a priority and then providing leadership and resources consistent with that priority to integrate the career guidance program into the fabric of the entire school system. Individual staff members at all levels are seen as having responsibilities for identifying, developing, and using appropriate career development methods and materials effectively to further students' career development. The reinforcement of home and community contributions in developing career aspirations, leisure pursuits, and appropriate work habits is seen as essential. Through this reinforcement, staff members can develop and implement a career guidance program into a unified system.

Community Members

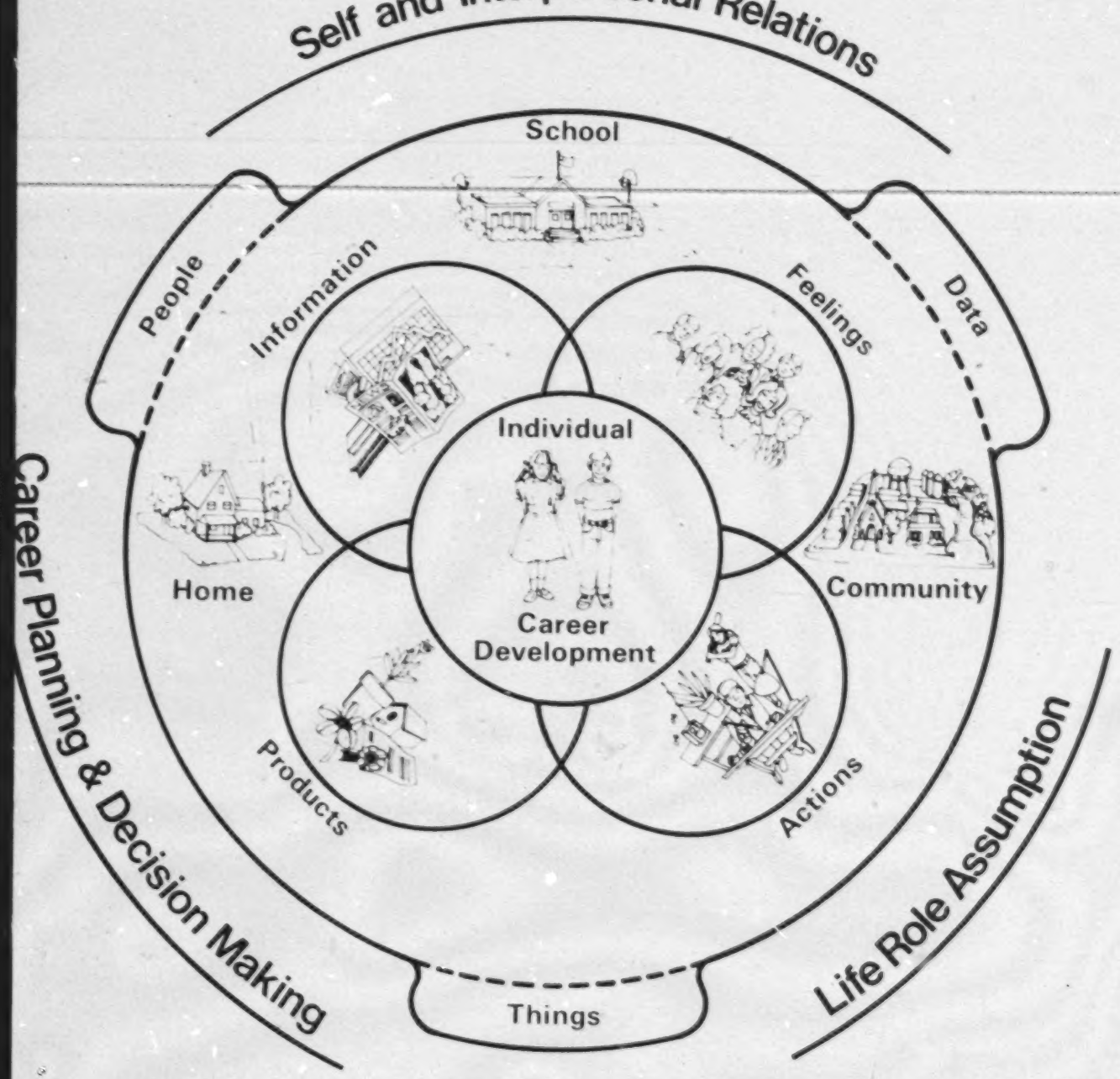
Community members have unique but integral responsibilities to assist in the career development of rural youth and can serve community interest by assisting in career development. It is the community in which the gammit of leisure and work-role opportunities for students exists. As resource persons with timely work and employment information, community members can contribute significantly to the guidance of students and communication with staff. Community members can most effectively address the needs of minorities and other special populations and reduce alienation through essential understanding and involvement.

Summary

In summary, career development is seen as the arena for life role development of youth through effective facilitation by members of the home, school, and community. The framework for the career development of youth in accordance with the *Life Role Development Model* is a comprehensive career guidance, placement, and follow-through program—an outcome of essential planning, implementing, and evaluating.

A Conceptual Model

for Individual Career Development



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Section II

LIFE ROLE DEVELOPMENT MODEL: AN INTRODUCTION

The *Life Role Development Model* incorporates the significant role of the school counselor and/or career guidance program coordinator. It describes the purpose of the handbook in addition to the overview of the conceptual model (page 7) and the action plan for life role development (page 13).

The Counselor: A Career Guidance Program Coordinator

The role of the counselor has changed significantly with the established need students are reflecting in regard to understanding self and effective interpersonal relations, career planning and decision-making, and the life roles they are desiring, attempting, or assuming. In addition, students needs as viewed by others is being established by significant others who represent the school, home, and community, business, industry, and labor. These needs are demanding the proactive approach to counseling through improved use of resources. That is, the counselor is seen as most effective in the role of planner for the delivery of programs and services that minimize reactive or crisis oriented involvement.

The Purpose of the Life Role Development Model

The model is designed to assist the school counselor and/or career guidance program coordinator to plan, implement, and evaluate a career guidance program through the cooperative efforts of others in the home, school, and community setting for students K-fourteen.

Overview: The Conceptual Model and Action Plan

The comprehensive career guidance program is seen as a system to focus upon development of a program, the implementing of practices, and the student outcomes (products) of those practices. This handbook is a tool to facilitate program development through addressing individuals needs including:

- cognitive
- affective
- psychomotor

The program also takes into account the individual and his/her environmental resources:

- people
- data
- things

Through the incorporation of individual needs and environmental resources, guidance domains to facilitate career development are:

- self and interpersonal relations
- career planning and decision-making
- life role assumption

The Action Plan

Delivery of career guidance practices to impact upon individual needs in the domain areas are:

- counseling with individuals and groups
- guidance based in the home, school, and community
- Placement relative to transitions from one developmental stage to another in the various life roles
- Follow-through services

Program Development Process

Effective practices implemented for students are determined by program development processes of:

- collecting information
  –assessing needs
- synthesizing information
  –developing behavioral objectives
  –assessing resources
  –developing practices for delivery

Implementation Process

The process of acting on information is implementing the practices which is the third phase of the life role action plan.

Outcomes (Products)

Determining results is the final phase of examining student or program outcomes.

Section III

A CONCEPTUAL MODEL FOR LIFE ROLE DEVELOPMENT

The conceptual model for life role development focuses upon student understanding through self and interpersonal relationships, career planning and decision-making, and life role assumptions.

Developmental goals for the Life Role Development model were selected from those prominent among well over 200 models researched. The domain of self and interpersonal relations addresses the development of understanding related to self, society, attitudes, and values. The domain of career planning and decision-making deals with increasing skills in decision-making and realistic career planning. Understanding the world of work, leisure, and economics constitutes the life role assumption domain.

Life Role Development Impact

The individual student is seen as a person who, with opportunity and development, will exercise their abilities in facilitating his/her own career development. Career development impact will result in effecting the individual's:

Information	Information deals with the cognitive aspects of the individual in relation to the development of various life roles. It is best described by Bloom (1964) as human cognition consisting of knowledge, comprehension, application, analysis, evaluation and synthesis.
Feelings	Feelings refer to the affective element of the individual. Krathwohl, Bloom, and Masia (1964) briefly describe this human aspect in terms of attending (receiving), responding, valuing, organizing, and value characterization.
Actions	Actions of individuals include those psychomotor behaviors that emphasize physical skills. These actions include gross body movement, fine motor movement, speech behavior, and nonverbal communication.
Products	Products refer to outcomes of the individual's actions that are an expression of the integration of information, feelings, and physical skills. Products for this life role model might include abstractions as well as concrete objects, such as scores in a game, an idea, a method or technique, a painting, or a skateboard.

Domains: Goals for Career Guidance

Career guidance goals help to define the focus of a comprehensive program including counseling, guidance, placement, and follow-through provided through the cooperative efforts of the home,

school, and community to all students in order to bring about their career development in the following domains:

- Self and interpersonal relations
- Career planning and decision-making
- Life role assumption

Self and Interpersonal Relations Domain

The self and interpersonal relationships domain is characterized by the affirmation of personal characteristics, integration of values into meaningful development for behavior patterns, and responsible application of knowledge of interpersonal relationships. Within this domain, experiences are provided that enable individua's to:

- Assess the relationship of their interest, attitudes, values, abilities, and achievements to the development and realization of their career goals.
- Appraise their physical and mental characteristics and the potential for change and apply this knowledge to goal-setting for life roles.
- Affirm an integrated self-concept based upon the internal action of environmental and group experiences and individual factors.
- Assess their personal interests, aptitudes, and qualifications in selecting and assuming career roles.
- Characterize their personal attitude and value system.
- Assess the impact that social relationships (such as those that occur in the home, school, and community settings) have upon them.
- Appraise similarities and differences in the attitude and value systems of others in order to become tolerant in interpersonal relationships.
- Demonstrate mastery in coping and adjusting to various settings and situations to promote positive interpersonal relationships in their career roles.

Career Planning and Decision-Making Domain

The career planning and decision-making domain includes goals for individual development leading to the successful assumption of various life roles. This development is reflected in the ability to enter into a role and maintain or advance within that role based upon self-determination. The decision-making process is personalized through the application of individual goals and values. The development of skills necessary to gather, organize, and evaluate information for decision-making is the foundation of career planning.

The career planning process enables individuals to evaluate their career decisions as they relate to their personal values and to accept the responsibility for their decisions. In the career planning

process, individuals build upon past experiences and use various resources and experiences to understand career planning as an ongoing process reflecting continuous learning and changing environmental factors. As a result of effective decision-making, individuals affirm their potential for expanding their life role options. Developmental goals for this domain are for students to:

- Use the essential skills necessary to gather, organize, and evaluate information for effective decision-making,
- Use personal and social goals and values in their decision-making process,
- Affirm the potential for expanding life role options as a result of effective decision-making,
- Evaluate their career decisions as they relate to personal values,
- Accept the responsibilities for their decision-making outcomes,
- Consider various pathways available for achieving short- and long-term educational, occupational, and social goals,
- Use the skills necessary for securing, maintaining, and/or advancing along various career pathways.

Life Role Assumption Domain

The life role domain focuses on the interrelatedness of various aspects of one's career, emphasizing the work and leisure roles. The acquisition of knowledge, attitudes, and skills pertaining to roles in home, school, and community life is emphasized. The life role domain advances understandings of the world of work, leisure, and economics that are integral to life style selection. Development within the life role domain is characterized by students' abilities to:

- Appraise the variety, complexity, and availability of occupations in the world of work,
- Appraise the economic benefits and limitations associated with potential occupations,
- Judge the ways in which occupations relate to the goals, needs, and functions of society,
- Assess the basic characteristics, qualifications, and stages of preparation needed to obtain and perform in various occupational roles,
- Evaluate the relationships of present and anticipated life roles to economic trends found in the community, state, and nation,
- Assess the ways in which personal needs, roles, and goals relate to occupations,

- Affirm that physical and emotional needs can be met through leisure activity,
- Determine how to plan for and utilize leisure opportunities,
- Assess the relationship between leisure, educational, and occupational pursuits and preferred life styles,
- Determine how life roles may change over time and how interaction takes place between maturation and life roles.

Environmental Influences: Resources

The rate and degree of development and opportunities available to the individual are directly dependent upon the individual's resources. The resources determining impact on the individual fall into three categories, as follows:

People	People viewed as influencers of students' career development are home and family members, educational administrators, school board members, counseling and guidance personnel, classroom teachers, community members, and members of business, labor, and industry.
Data and Things	Resources providing data and things such as tangible objects, including TV, books, films, and kits and related information they provide. These are tools or materials for students' use in their career development.

Sources: Helping Students to Achieve Domain Goals

Helping roles that various groups can assume to help students achieve domain goals or self and interpersonal relations, career planning and decision-making, and life role assumptions are described below.

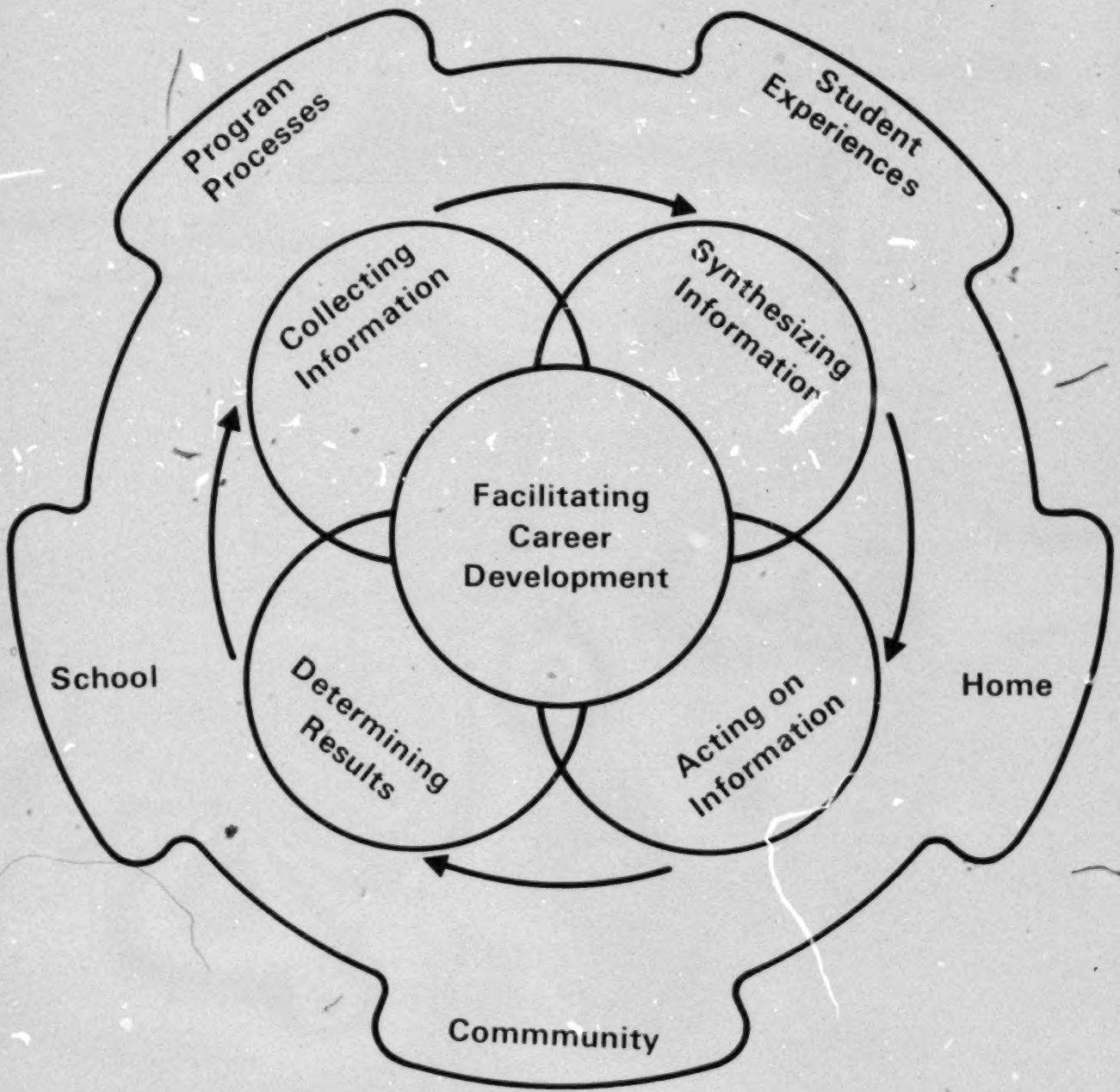
Home and Family Members	Help students develop and practice satisfying and effective work and leisure habits.
	Assist students to establish priorities that are personally satisfying and effective regarding the use of their time and energy.
	Explore current and potential options and opportunities for continued career development for all members of the home and family.
Educational Administrators and School Board Members	Emphasize the career guidance program linking the home, school, and community as a priority goal.
	Provide necessary leadership and positive direction to the planning and implementation of the career guidance program.

Educational Administrators and School Board Members	Generate the widest possible input from community and staff in career guidance policy and procedure development and decision-making.
	Make provision for the necessary time, materials, and finances necessary for planning, implementing, and evaluating the career guidance program.
	Initiate and establish the provisions necessary to bring about the integration of academic, general, and vocational education into an effective and broadened set of educational opportunities available to all students.
Counseling and Guidance Personnel	Initiate and assume shared responsibilities with staff to serve students directly and indirectly to implement career guidance practices both in and out of the classroom.
	Initiate and share liaison roles with staff establishing relations with business, industry, labor, and community members to better serve students.
	Initiate and assume shared responsibilities with staff for initiating use of career guidance practices for students with their families in the home setting.
	Assist the career development of students through individual and group counseling techniques.
	Provide placement programs for student life role entry into education, work, and leisure roles and conduct follow-through visitations and follow-up studies of former students.
All Classroom Teachers	Develop or identify methods and materials to help all students be aware and have an appreciation of the career implications of the subject matter to be taught.
	Use career development methods and materials in an appropriate and effective way to stimulate educational motivation through daily relevant application of instructional programs.
	Assist students with the awareness, acquisition, and application of satisfying and effective work, education, and leisure habits.
	Assist students in developing, identifying, and clarifying personally meaningful sets of work, education, and leisure values and associated goals.
	Adapt and integrate as effectively as possible the basic assumptions underlying career development through guidance and preparation practices.
Some Classroom Teachers	Provide experiences for acquiring life role decision-making skills for effective planning purposes.
	Provide opportunities for students to develop specific vocational competencies to assist with entry-level occupational needs.

Some Classroom Teachers	Assist students to develop skills necessary for seeking and obtaining entry-level jobs. Assist students with the job placement process.
Community Members and Business, Industry and Labor	Provide opportunities for developing an awareness of the "real" world of work and leisure in the community through observation, information exchange, recreation, and work/study experiences for educators, parents, and students. Serve as resource persons for students and school, parent, and community groups addressing student needs. Provide equal opportunity placement for students making application for part-time and full-time employment. Participate actively and positively in programs proposed to reduce worker alienation and address needs of special populations including women, minorities, and exceptional students. Participate in the formulation of career guidance program policies and procedures.

An Action Plan

for facilitating Career Guidance Program Processes and Outcomes



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Section IV

AN ACTION PLAN FOR LIFE ROLE DEVELOPMENT

Career guidance programs and services consist of systematic, integrated, developmental, and cumulative series of career development experiences that focus on self-understanding and the development of decision-making skills. Through these experiences, individuals increase (1) their ability to make sound decisions about their lives and (2) their skills in performing all life roles.

Through the cooperative efforts of the home, school, and community, opportunities for career development are made possible. It is through the action planning of these populations that an effective program with adequate guidance services are provided. The action plan, on the previous page, for facilitating the career development of individuals K-fourteen includes four major program processes:

- Collecting information,
- Synthesizing information,
- Acting on information,
- Determining results.

The program processes are cyclical and each incorporates a number of specific elements such as the following:

Collecting Information

Collecting information is the first process of the action plan. It includes various information collection procedures such as assessing needs. Any one of the many modes of data collection that establishes needs of persons individually and collectively as determined by self and others may be used.

Synthesizing Information

Synthesizing information is the process of determining goals and establishing objectives for planning purposes based upon the information that was collected in the initial plan process. This phase provides credibility to programming and establishes content relevance, an essential aspect of successful programming. Also, it is during the process that resources are assessed in order to adequately plan for achievement of objectives.

Acting on Information

Many different approaches might be taken in order for students to facilitate their career development. Practices, identified through program development processes, that are considered

essential to the *Rural America Series* concept are counseling, guidance, placement, follow-up, and follow-through. The practices deal with persons individually and in groups relating within the context of the home, school, and community.

Determining Results

The results of actions taken in the previous action plan phase are referred to as student outcomes or products. Determining the results of the program development processes is referred to as program counseling, guidance, placement, follow-up, and follow-through. Thus, three levels of results occur and are spoken to as essential to the *Rural America Series* approach. They are:

- Program development processes,
- Practice implementation process (program outcomes),
- Products (student outcomes).

The essential *Rural America Series* document that explains program developmental practice processes and products is *Deciding Via Evaluation.* Supplemental tools for determining results are *Planning and Implementing* and *Life Role Development Model.*

Support Information Documents

The Career Guidance Program Support Information Documents for the *Rural America Series* provide: (1) the conceptual framework from which to address the program, and (2) essential data reflecting the current status of career guidance or record and resource options for program planning, implementing, and evaluating. These will be most helpful prior to, as well as following, the initial program development and practice resources.

State of the Art Review

This review summarizes the strengths and limitations of the rural home, school, and community and offers insights into the available and desired career guidance programs for the rural setting. This perspective is provided to help educational and community leaders in rural areas analyze their present guidance programs and to initiate conceptualizations for program change.

The study of the literature disclosed a large number of models for career guidance program development, but none was specifically tailored to the needs of rural communities. The *State of the Art Review* highlights the essential components of a systematic approach to program planning and implementation.

Career Guidance Resources

Abstracts of more than 500 printed, audiovisual, and manipulative materials that relate to career guidance are contained in this handbook. The abstracts are divided according to the major content and process aspects of the project. Additional abstracts describe career development programs being implemented in rural schools.

The materials represented in this document are designed to assist rural counselors/educators with planning, implementing, and evaluating career

Career Guidance Resources	guidance programs. These materials were obtained from a variety of sources, including the divisions of commercial publishers related to vocational education, career education, and guidance.

Rural American Series Program Development Process Documents

Career Guidance Program Handbooks representative of the collecting and synthesizing information cells of the action plan are:

Planning and Implementation	The coordinator of a career guidance and counseling program can use this handbook as an initial planning tool. It provides information about how a person can rally support, select a planning committee, orient the planning committee, and conduct initial activities. Also provided is an explanation of the elements of a comprehensive program—counseling, guidance in group settings, and program support elements (staff development, community relations and involvement, and attitude and value expansion). A systematic process for planning and implementing is described. This process includes assessing needs, developing objectives, assessing resources, developing strategies, and programming, implementing, and evaluating outcomes. Checklists for the coordinator are also included.
Deciding Via Evaluation	Coordinators working with the planning and evaluation committees and external evaluators will find this handbook essential to the installation of the *Rural America Series.* The handbook addresses evaluation from a general perspective, establsihing the intent for program processes and practice. The handbook serves as a guide for developing a program plan from which an evaluation plan is developed. Procedures are presented for implementing the plans. Samples are provided for actual use or for suggestion purposes. Finally, reporting of the results of the evaluation plan is addressed and sections provide for reporting internal and external evaluation results.
Career Development Needs Assessments	Information on why and how to conduct a career development needs assessment is provided in this handbook. One portion of the handbook deals with the ideas surrounding the execution of a needs assessment and offers concrete guidelines for conducting such an assessment for career guidance programs. Discussion and examples of procedural tools used in a needs assessment are provided. It specifically addressed the issues of (1) identifying and involving important groups for input, (2) establsihing and valuing goals, (3) gathering data, and (4) measuring and prioritizing discrepancies. The other portion of the handbook documents an application of the suggested procedures in a hypothetical situation.
Behavioral Objectives	The need for and characteristics of behavioral objectives and procedures for their development and use in a comprehensive career guidance and counseling program are described in this handbook. Guidelines for writing behavioral objectives and criteria for their development and evaluation are presented. In addition, the importance of behavioral objectives to both cognitive and affective learning experiences is discussed. Procedures

Behavioral Objectives	for coordinating the writing of program behavioral objectives are provided. These include the role of the program planning committee, the responsibilities of behavioral objective group members and their leader, and a process for developing and reviewing program behavioral objectives. Also included in the handbook is a self-instruction manual for writing behavioral objectives.
Resource Assessment	Procedures for how to conduct a resource assessment and how to categorize the information received from the assessment are outlined in this handbook. The emphasis of the handbook is on a local resource assessment which involves extensive use of school staff, students, and community members. Guidelines on how to (1) identify local material, human, facilitative, and organizational resources, (2) collect and organize data on resources, (3) develop and use a resource catalog, and (4) update the resource catalog are provided. Numerous forms for obtaining information are also provided.

Practice Handbooks: Career Guidance and Counseling for Groups and Individuals

Ideas for the development of delivery strategies for comprehensive career guidance programming such as: (1) individual counseling, (2) group counseling, (3) school-based guidance, (4) home-based guidance, (5) community-based guidance, and (6) transitional placement are found in five special handbooks in this series.

Facilitating Career Counseling Placement: Desk Reference	This handbook is designed to accompany the career counseling and career placement volumes. It contains sections on (1) using career information, (2) sources of career information, (3) career filing systems, (4) summary of individual inventory, (5) bibliography on counseling and counseling methods, (6) career planning and placement resources, (7) placement records, and (8) an index of exemplary placement programs.
An Individual Approach to Career Counseling and Career Placement	Career counseling in the rural school describes a middle ground where the "systems approach" to reach all students can be combined with one-to-one counseling to meet student's idiosyncratic needs. Using programmatic methods, the counselor collects, coordinates, and refers information to the student and to others who can facilitate his/her career development. Transitional career placement in the rural school provides a model for counselors helping students make the transitional role change from school to their next career option. The student is helped to placement.
Career Guidance Practices	Examples of career guidance practices are presented according to the areas in which they focus, i.e., home, school, and community. The home-centered practices are activities that enhance the quality of the home as a learning center. Each practice presents a unique approach to building upon the strengths of the home environment as well as the interests and skills of parents. School-centered practices are divided into three sections—group counseling activities allow the counselor/teacher to impact on individual needs in small groups. Subject matter practices infuse career concepts into

Career Guidance Practices	the classroom. Nonsubject matter practices are activities that are schoolwide or districtwide in scope or are implemented in the classroom but not directly related to a curricular discipline. Community-centered practices are designed to meet broad-based needs throughout the community.
Career Counseling in the Rural School	Career counseling component of this comprehensive guidance program for rural schools attempts to provide both content and process for delivering individual counseling to each student. It focuses on the ongoing services the rural counselor can provide programmatically. It starts with a goal statement and shows how each of the services interrelate. It also accounts for the time and resource constraints which the rural counselor faces. While the career counselor component is distinct from the career division group program (systems appraoch), it necessarily relates to it. The group program focuses on provision of developmental experiences for all through curricular infusion. The career counseling component focuses on the ongoing activities of the counselor in working with the unique developmental needs of each student.
Transitional Career Placement in the Rural School	The guide describes a variety of school-based activities designed to assist students accomplish that aspect of their career transition related to locating, securing, developing, maintaining, and evaluating their selected career objectives. The placement process is approached from both a programmatic and an individual student point of view. The *programmatic component* stresses providing activities, services, and resources that have the potential for benefiting *all* students. The *individual component* stresses ways of meeting *each* student's unique placement needs. Each element of the placement program includes both student activities and school/community activities. Suggestions are also included for staffing a placement program, selecting program objectives, and evaluating the school's effort in placement.

Support Functions Handbook

Prevasive processes of staff development and community relations, community attitude and value assessment and communication are of primary importance. They are critical to each phase of program planning, implementing, and evaluating. *Rural America Series* handbooks representing these processes are:

Staff Development	Individuals involved in planning, conducting, and evaluating staff development programs could use this handbook. In the planning aspect of the handbook, identifying needs, developing goals and objectives, organizing the workshop, providing program publicity, and overviewing workshop planning are discussed. Information on arranging a workshop, greeting workshop participants, opening the workshop, and dismantling the workshop is provided in the section concerning conducting a workshop. Guidelines for evaluating a workshop and sample in-service program activities are

Staff Development	also presented. A list of workable ideas and suggested roles for various populations involved with a career guidance program is provided. Career guidance program staff competencies are included in the handbook.
Community Relations and Involvement	This handbook recognizes that community cooperation, through a variety of strategies and under the school's sponsorship and coordination, is a rich source of talent for career guidance. The handbook: (1) shows schools how to identify needs and talents in the local community and elsewhere, (2) indicates the various levels at which the community can become involved in the career guidance program of the rural school, (3) suggests strategies for involving community members and organization in the career guidance program of the rural schools, (4) delineates strategies for evaluation of school-community cooperation, (5) suggests goals and objectives for school-community cooperation in the rural career guidance program, (6) suggests means of staff training to use a variety of school-community cooperation techniques, and (7) upgrades the image of the rural career guidance program through improved school-community cooperation.
Rural Community	Activities listed in this handbook attempt to affect the true indicators of career attitudes and values in youth: the adults of the community. Specifically, the handbook deals with (1) parents, (2) staff, and (3) employers in the rural setting. The handbook sets forth a comprehensive program of attitudes and values identification and communication for these groups. Its purpose is to assist career guidance personnel in expanding career aspirations and options for rural youth by diminishing racial, sex, and socioeconomic stereotypes among adults. Specific programmatic information, program techniques, and actual instruments (such as attitude questionnaires, career guidance inventories, and simulations) are provided for use as shown in the attitudes and values change program. Guidance staff are also given guidelines throughout to alter the material or build their own programs from the research-based information presented. Appendices suggest specific alternative program materials and program evaluation tools.

Summary

The Life Role Development Model was conceptualized following an extensive literature review including models and guidelines from local, state, and national developmental efforts from which relevant concepts were adapted. In addition, two national consultants contributed to the development of this model as well as rural guidance program personnel and consortium project staff.

The model, which is meant to be adapted at the local level, is exemplified and expanded in the *Rural America Series* handbooks, and addresses specific concerns and develops outline procedures for each aspect of the conceptual model and provides on the action plan for life role development.

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APPENDICES

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Appendix A

SELF AND INTERPERSONAL RELATIONS

1. The program will provide experiences that will enable individuals to:

KNOW

1. their strengths in performing specific tasks.
2. their interests and potential for expanded interests.

COMPREHEND

1. their likes and dislikes as reflected by life-role involvement.
2. their interests and abilities as they relate to personal goals.

APPLY

1. personal abilities towards achievement of preferred career goals.
2. interests, attitudes, values, abilities, and achievements to career goal development planning and realization.

ANALYZE

1. their present interests and personal achievements based on educational, work, family, and other experiences.
2. the interaction between their career goal development and their interests, attitudes, values, abilities, and achievements.

EVALUATE

2. their career goals according to criteria of personal interests, achievement, attitudes, values, and abilities.
2. their career goals based on interests, attitudes, values, abilities. and achievements.

These experiences will enable the individual to:

GOAL

Assess the relationship of interests, attitudes, values, abilities, and achievements to the development and realization of their career goals.

2. The program will provide experiences that will enable individuals to:

KNOW

1. their strengths in performing specific tasks.

2. those characteristics of themselves that are readily supported by others.

COMPREHEND

1. their physical and mental strengths and limitations.

2. how physical, emotional, and intellectual characteristics affect their activities.

APPLY

1. knowledge of personal characteristics in setting goals.

2. knowledge of their physical, emotional, and intellectual characteristics to the potential for change in their life roles.

ANALYZE

1. their goals based on self-awareness.

2. how physical handicaps can affect the development of physical skills.

EVALUATE

1. physical and mental characteristics to determine appropriateness of life role goals.

2. those physical, intellectual, and emotional characteristics that contribute to their uniqueness.

These experiences will enable the individual to:

GOAL

Appraise their physical and mental characteristics and the potential for change, and apply this knowledge to goal setting for life roles.

3. The program will provide experiences that will enable individuals to:

KNOW

1. themselves in relation to others in their surroundings.
2. themselves as unique individuals.

COMPREHEND

1. the influence that their participation in various groups has on their own personal development.
2. that their ability to perform tasks corresponds to their level of development.

APPLY

1. knowledge gained from an environmental experience to increase self-understanding.
2. observational skills to determine how others perceive them.

ANALYZE

1. the results of interaction with others as they relate to a changing self-image.
2. a plan for continuous self-appraisal in relation to their environment.

EVALUATE

1. those characteristics that they choose to develop or alter as they relate to others.
2. their abilities to cope with uncertainties in the environment while maintaining an integrated self-concept.

These experiences will enable the individual to:

GOAL

Affirm an integrated self-concept based on the interaction of environmental experiences and individual internal factors.

4. The program will provide experiences that will enable individuals to:

KNOW

1. their interests based on personal experiences in the home, school, and community.

2. of the necessity for communicating accurate personal preferences and data to set and achieve desired goals.

COMPREHEND

1. that home and school experiences reflect their interests, aptitudes, and qualifications.

2. ways in which needs and desires regarding such personal data as interests, aptitudes, and qualifications can be communicated to others.

APPLY

1. knowledge of themselves in selecting potential career life roles.

2. personal data in a form adaptable to numerous specific life role situations.

ANALYZE

1. their interests, aptitudes, and qualifications in relation to career role assumption.

2. information from standardized test results for further educational pursuits or job selection.

EVALUATE

1. their career roles based on education, training, and other life role experiences.

2. personal interests, aptitudes, and qualifications in the selection of career roles.

These experiences will enable the individual to:

GOAL

Assess their personal interests, aptitudes, and qualifications in selecting and assuming career roles.

5. The program will provide experiences that will enable individuals to:

KNOW

1. that individuals have verified feelings toward other people and things.

2. that a diverse set of attitudes and values are present in society.

COMPREHEND

1. that the feelings and values of others have an impact upon them.

2. that cultural and socioeconomic aspects contribute to the formation of personal and group attitudes and values.

APPLY

1. personal attitudes and values in selecting personal goals and related activities.

2. their attitudes and values in developing a meaningful and consistent pattern of behavior.

ANALYZE

1. self-definitions of attitudes and values in order to apply them to past and present experiences.

2. the attitudes and values that have accrued to them from group participation.

EVALUATE

1. their personal attitudes and value systems.

2. their pattern of behavior based on their attitudes and values.

These experiences will enable the individual to:

GOAL

Characterize their personal attitude and value systems.

6. The program will provide experiences that will enable individuals to:

KNOW

1. that people around them (family, friends, teachers, etc.) have an influence on what they think, do, and feel.

2. how family influences affect their choice of action.

COMPREHEND

1. why various people might have more of an influence upon them than others.

2. the social relationships that they now have which exert an influence on their lives.

APPLY

1. interpersonal skills in relating with people in their environment.

2. knowledge of the effects peer groups have upon their interests and values.

ANALYZE

1. their social relationships--home, school, work, and community--and determine which give them the greatest satisfaction.

2. how feedback from persons in their social relationships influence their self-concept.

EVALUATE

1. the impact that their present social relationships have upon them.

2. how their self-knowledge has been affected by others.

These experiences will enable the individual to:

GOAL

Assess the imapct that social relationships such as those that occur in the home, school, and community settings have upon them.

7. The program will provide experiences that will enable individuals to:

KNOW

1. that successful relationships with others are dependent upon tolerance for differing attitude and value systems.

2. that individual differences in skills and abilities are of value.

COMPREHEND

1. the fact that individuals do not have to agree with other's attitudes and values in order to be tolerant of their differences.

2. that their personal attitudes and value systems are influenced by interactions with others.

APPLY

1. the skills necessary to form and maintain interpersonal relationships between persons with different attitudes and values.

2. the skills to determine whether someone has attitudes and values similar to their own.

ANALYZE

1. their ability to maintain relationships with people having different values.

2. their attitudes and values in various situational settings.

EVALUATE

1. their interpersonal relationships with persons holding different values.

2. the influence that their attitudes and values have upon their interpersonal relationships.

These experiences will enable the individual to:

GOAL

Appraise similarities and differences in the attitude and value system of others in order to become tolerant in interpersonal relationships.

8. The program will provide experiences that will enable individuals to:

KNOW

1. the characteristics and results of both directing and directed roles in independent and group activities.

2. that verbal and nonverbal behavior influence interpersonal relationships.

COMPREHEND

1. how they can function in different task groupings (independently or cooperatively in a group).

2. what personal behaviors could contribute to successful interpersonal relationships.

APPLY

1. independent and group techniques necessary for the accomplishment of a task.

2. interpersonal skills in a situation that necessitates behavior that is not consistent with their personal preferences.

ANALYZE

1. how their group participation can facilitate group action.

2. how varied levels of responsibility may influence interpersonal relationships in work settings.

EVALUATE

1. their own contribution to a group effort in relation to other members of the group.

2. their level of responsibility in various career roles and apply this knowledge to interpersonal relationships.

These experiences will enable the individual to:

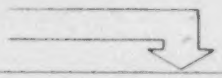
GOAL

Demonstrate mastery in coping and adjusting to various settings and situations to promote positive interpersonal relationships in their career roles.

Appendix B

CAREER PLANNING AND DECISION-MAKING

1. The program will provide experiences that will enable individuals to:



KNOW

1. the steps involved in the decision-making process.
2. the necessity for obtaining sufficient information for decision-making.

COMPREHEND

1. that information seeking skills are required in decision-making.
2. effective strategies for converting information into action.

APPLY

1. decision-making skills to solving problems.
2. the scientific method of inquiry to the decision-making process.

ANALYZE

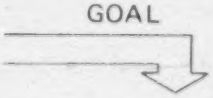
1. personal plans for reaching a selected goal.
2. the criteria for obtaining relevant information in decision-making.

EVALUATE

1. their career choice decisions.
2. the probable effectiveness of a decision based on all available information.

These experiences will enable the individual to:

GOAL



Utilize the essential skills necessary to gather, organize, and evaluate information for effective decision-making.

2. The program will provide experiences that will enable individuals to:

KNOW

1. that personal goals and values influence decision-making.
2. that various people influence their decisions and how.

COMPREHEND

1. the goals and values that influence their decisions.
2. that in some situations decisions are determined by peer influence.

APPLY

1. their goals and values to the decision-making process.
2. skills in making decisions that involve personal interests and social interactions.

ANALYZE

1. the effectiveness of goal directed decision-making compared to chance choosing.
2. the influence of other people on personal decision-making.

EVALUATE

1. their decisions related to personal goals.
2. their decision-making process in light of internal and external barriers.

These experiences will enable the individual to:

GOAL

Utilize personal and social goals and values in the decision-making process.

3. The program will provide experiences that will enable individuals to:

KNOW

1. that personal characteristics affect the success of goal setting and decision-making.

2. the factors that influence daily decisions.

COMPREHEND

1. that establishing and reaching personal goals in all aspects of life, e.g., self, school, occupation, leisure time, and education require continuous decision-making.

2. the factors that influenced their choice in a recently made decision.

APPLY

1. the knowledge that decisions are based on feelings at the time of decision-making.

2. the decision-making skills required for identifying potential life roles.

ANALYZE

1. the interpersonal competency skills required in decision-making for preferred life styles.

2. their present life role options to make necessary adjustments.

EVALUATE

1. their present decision-making skills to identify their limitations in the process.

2. the factors that are used in deciding on their life roles.

These experiences will enable the individual to:

GOAL

Affirm the potential for expanding life role options as a result of effective decision-making.

4. The program will provide experiences that will enable individuals to:

KNOW

1. that sex, race, religion, and ethnic background need not limit their potential career roles.
2. that the selection of preferred activities is based on personal values.

COMPREHEND

1. that stereotypic thinking of self and others influence their career decisions.
2. the values reflected in their decision to pursue a particular goal.

APPLY

1. information obtained from all sources in determining their career decisions.
2. their personal values in pursuing a particular career option.

ANALYZE

1. their values in formulating a career plan.
2. how a person's values can influence decisions regarding the development of skills.

EVALUATE

1. their career decisions based on their values.
2. the extent to which their current career decisions are in accord with their values.

These experiences will enable the individual to:

GOAL

Evaluate career decisions as they relate to personal values.

5. The program will provide experiences that will enable individuals to:

KNOW

1. that making decisions results in various consequences.
2. that goals and aspirations are achieved by effective decision-making.

COMPREHEND

1. that previous decisions will affect present and future decision-making.
2. the idea that career decisions are subject to change based on previous outcomes.

APPLY

1. knowledge of probable consequences in the decision-making process.
2. the knowledge they have gained about changes in their values to current and future decisions.

ANALYZE

1. the immediate, intermediate, and long-term effects of their past decisions on themselves.
2. responsibilities associated with decision-making.

EVALUATE

1. the immediate, intermediate, and long-term effects of decisions on themselves and society.
2. the extent to which decision-making outcomes have been accepted.

These experiences will enable the individual to:

GOAL

Accept the responsibility for decision-making outcomes.

6. The program will provide experiences that will enable individuals to:

KNOW

1. that there are various pathways to obtaining a goal such as school and out of school activities.

2. the resources available in their school that provide career placement opportunities.

COMPREHEND

1. that they need to look for various ways to meet their goals, either short- or long-term.

2. that local community resources provide career placement opportunities and assistance.

APPLY

1. appropriate means of achieving desired goals.

2. knowledge of community agencies, organizations, and groups to assist personal growth and development.

ANALYZE

1. their personal plan for achieving short- and long-term educational, occupational, personal, and social goals.

2. the assistance that may be provided by educational and other service agencies in securing career goals.

EVALUATE

1. whether or not their ways of achieving goals are satisfying.

2. available printed materials and human resources in securing a chosen career.

These experiences will enable the individual to:

GOAL

Consider various pathways available for achieving short- and long-term educational, occupational, and social goals.

7. The program will provide experiences that will enable individuals to:

KNOW

1. that there are a variety of skills associated with securing, maintaining, and advancing along a chosen career pathway.

2. the significance of education as a primary means in achieving short- and long-range goals.

COMPREHEND

1. that essential skills are required by persons aspiring to a variety of career pathways.

2. the need to plan educational activities to reach selected goals.

APPLY

1. social and communication skills appropriate for securing employment.

2. options for an appropriate curriculum plan in keeping with their life goals.

ANALYZE

1. the personality characteristics that are important in obtaining and maintaining various jobs.

2. the potential of continuous education for enhancing and affecting their career development.

EVALUATE

1. their skills in order to provide greater opportunity for career advancement.

2. their past, present, and projected educational experiences in light of life goals.

These experiences will enable the individual to:

GOAL

Utilize the skills necessary for securing, maintaining, and/or advancing in various career pathways.

8. The program will provide experiences that will enable individuals to:

KNOW

1. that past, present, and future learning need to be related in effective career planning.
2. that plans change because of various personal and environmental factors, such as home situations, health, economy, etc.

COMPREHEND

1. that learning experiences that occur in and out of school need to be related in effective career planning.
2. what personal plans have changed because of environmental and personal factors.

APPLY

1. the knowledge that there is a relationship between learning and living.
2. knowledge of individual environmental changes to their career plans and accomplishments.

ANALYZE

1. the role of continual learning as part of life adjustment and achievement.
2. various personal and environmental factors that may have an effect on their career plans.

EVALUATE

1. the life role of continual learning in life adjustment, achievement, and career planning.
2. environmental changes that are influencing career planning.

These experiences will enable the individual to:

GOAL

Validate that career planning is a continuous process that reflects continual learning in a changing environment.

Appendix C

LIFE ROLES

1. The program will provide experiences that will enable individuals to:

KNOW

1. that there are a vareity of occupations in the world of work and how they are clustered together based upon similarities.
2. that some occupations are more complex than others.

COMPREHEND

1. how occupations are grouped according to a variety of classification systems.
2. that the variation in occupational complexity depends upon the amount of intelligence, the creativity, and the physical characteristics required.

APPLY

1. knowledge of the contributions that various occupations make to society.
2. information about preferred occupations to personal interests, habits, abilities, and achievements.

ANALYZE

1. the positive and limiting characteristics of several preferred occupations.
2. occupational options that have short- and long-term employment opportunities.

EVALUATE

1. their occupational choice in relation to personal goals and the variety of occupations in the world of work.
2. the likelihood of continued availability for employment in the occupation of their choice.

These experiences will enable the individual to:

GOAL

Appraise the variety, complexity, and availability of occupations in the world of work.

2. The program will provide experiences that will enable individuals to:

KNOW

1. that people performing different jobs receive varying amounts of monetary and fringe benefits.

2. the various economic benefits that are associated with various occupations.

COMPREHEND

1. that one's environment and activities at work influence their economic rewards.

2. that income is an influential factor in occupational choice.

APPLY

1. in their life role planning and preparation the relationship between different occupations and the rewards that are received.

2. in their life role planning and preparation the knowledge that factors such as dangerous work environment could have an effect on income.

ANALYZE

1. the economic benefits and possible limitations associated with various occupational choices.

2. the economic benefits of salaried workers, hourly workers, and self-employed workers.

EVALUATE

1. the economic benefits and other possibly limiting factors associated with their occupational choice.

2. the potential impact of world economy on their preferred occupation.

These experiences will enable the individual to:

GOAL

Appraise the economic benefits and limitations associated with potential occupations.

3. The program will provide experiences that will enable individuals to:

KNOW

1. the kinds of jobs necessary for maintaining the community.

2. that workers can be generally categorized into producers of goods and providers of services.

COMPREHEND

1. the necessity for interrelatedness of jobs to fulfill the needs and functions of society.

2. some of the many jobs that go into the manufacture of a mass-produced item and its effect on worker satisfaction.

APPLY

1. the concept of occupational interdependence to their personal needs and goals.

2. the knowledge that job opportunities may be de-developed as the result of introducing a new product or of demands for services by large groups of persons.

ANALYZE

1. technological trends as a factor in the generation of new job opportunities.

2. the fact that many of the goods and services provided by society have changed over time.

EVALUATE

1. the impact that social institution and organizations have upon the generation of expanded occupational opportunity.

2. the way in which a specific occupation has had an impact on society.

These experiences will enable the individual to:

GOAL

Judge ways in which occupations relate to the goals, needs, and functions of society.

4. The program will provide experiences that will enable the individual to:

KNOW

1. that basic performance standards are needed to succeed in any occupation.

2. that various occupations require different levels of education, training, and performance.

COMPREHEND

1. the expected performance requirements of various occupations.

2. that different educational alternatives are available for occupational preparation.

APPLY

1. in their plans for education and training the knowledge of entry requirements for selected occupational fields.

2. knowledge of educational requirements for the occupation of their choice in planning for their occupational role.

ANALYZE

1. the factors that influence personal vertical and horizontal mobility in a selected occupation.

2. the education and training that is required for potential occupational roles in relation to personal willingness to obtain education and training.

EVALUATE

1. characteristics, qualifications, and level of required preparation in an occupation in which they have had experience.

2. their present level of occupational preparation to identify need for further education, training and experience.

These experiences will enable the individual to:

GOAL

Assess the basic characteristics, qualifications, and stages of preparation needed to obtain and perform in various preferred occupational roles.

5. The program will provide experiences that will enable individuals to:

KNOW

1. that a family life style is influenced by the "supply and demand" of the goods and services of the economy.

2. that changes in the local, state, national, and international economy could affect their life roles and life styles.

COMPREHEND

1. the kind of goods and services needed to help fulfill the family life style.

2. that a changing economy necessitates adjustment within and between life roles.

APPLY

1. the knowledge tht some goods and services can be immediately obtained and others delayed because of economic trends and personal economies.

2. knowledge of economic trends to planning for anticipated life roles.

ANALYZE

1. the impact of economic trends on their present life style.

2. economic trends in relation to anticipated life roles.

EVALUATE

1. the appropriateness of their life style to present economic trends.

2. their life role plans according to present and projected economic trends.

These experiences will enable the individual to:

GOALS

Evaluate the relationship of present and anticipated life roles to economic trends found in the community, state, and nation.

6. The program will provide experiences that will enable individuals to:

KNOW

1. that personal needs can be satisfied through work.
2. that at different stages of development, different work roles are taken by individuals.

COMPREHEND

1. the basic needs of individuals and how these needs relate to occupations.
2. that personal goals may be achieved by different occupations over time.

APPLY

1. through work experience the roles that are required in job performance.
2. their own personal goals to possible occupational choices.

ANALYZE

1. their short- and long-term needs and select occupations that will assist in fulfilling these needs.
2. personal goals in the process selection and preparation for an occupation.

EVALUATE

1. the appropriateness of the roles related to their occupational selection.
2. the relationship between personal need goals and occupational choice.

These experiences will enable the individual to:

GOAL

Assess ways in which personal needs, roles, and goals relate to occupations.

7. The program will provide experience that will enable individuals to:

KNOW

1. that well planned leisure activities can result in meeting personal needs.

2. how leisure activities are used to develop and maintain one's psychological, physical, and emotional health.

COMPREHEND

1. that certain kinds of leisure activities can increase their physical capabilities and emotional strength.

2. personal physical limitations that could reduce involvement in certain leisure activities.

APPLY

1. knowledge of their physical and emotional strengths and limitations in developing patterns of leisure time activities.

2. knowledge of how they use leisure activities to promote good physical and emotional health.

ANALYZE

1. how their physical and psychological needs are being met through the use of leisure time.

2. the unique characteristics of major leisure activities that alleviate physical and emotional problems.

EVALUATE

1. their competency in a preferred leisure activity.

2. their present leisure activities to see if they reduce or cause physical and emotional health problems.

These experiences will enable the individual to:

GOAL

Affirm that physical and emotional needs can be met through leisure activities.

8. The program will provide experiences that will enable individuals to:

KNOW

1. what constitutes a life style, including educational, occupational, and leisure time pursuits.

2. that various educational, occupational and leisure pursuits could lead to differing life styles.

COMPREHEND

1. possible advantages and disadvantages of different life styles in relationship to the self.

2. that a preferred occupational choice influences their life style preferences and vice versa.

APPLY

1. knowledge of how preferred life styles will influence choice of leisure time pursuits.

2. the knowledge of preferred life style to the planning, deciding, and preparation for both work and leisure.

ANALYZE

1. the preferred life styles to determine assets and liabilities of each.

2. how levels and patterns of education can affect one's life style.

EVALUATE

1. the extent to which preferred life style is being met and what changes are deemed necessary to meet life style objectives.

2. their present life style and projected expectations and to determine required adjustments.

These experiences will enable the individual to:

GOAL

Assess the relationship between leisure, educational, and occupational pursuits and preferred life styles.

9. The program will provide experiences that will enable individuals to:

KNOW

1. the types of leisure time opportunities that are available in the home, school, and community.
2. those activities that are generally considered to be leisure-related.

COMPREHEND

1. the kinds of preparation necessary for preferred leisure time activities.
2. how to effectively plan to engage in their preferred leisure activities.

APPLY

1. knowledge of persons, agencies, and groups to realizing full utilization of leisure time opportunities.
2. opportunities to prepare for and participation in preferred leisure activities.

ANALYZE

1. potential for future leisure activities based upon knowledge of available free time, capabilities, limitations, and finance.
2. their skills and interests in leisure activities based upon personal expectations and achievements.

EVALUATE

1. present leisure time plans in relationship to new types of life role involvement.
2. their plans for the acquisition of skills necessary to find personal satisfaction in leisure time activities.

These experiences will enable the individual to:

GOALS

Determine how to plan for and utilize leisure opportunities.

10. The program will provide experiences that will enable individuals to:

KNOW

1. the variety of life roles that people play in the home and community.
2. that several mutually supportive roles are often required to achieve personal goals.

COMPREHEND

1. the potential for planned change in life roles.
2. that society's expectations of the individual are largely based upon one's life toles.

APPLY

1. the knowledge that life styles vary in accordance with the particular mix of life roles that an individual maintains.
2. life roles such as parent, wage earner, consumer, and citizen in a role playing situation.

ANALYZE

1. possible life roles in relation to personal interests, abilities, and expectations.
2. relationships between their current life roles and potential roles according to their individual characteristics.

EVALUATE

1. which life roles are most consistent with individual needs and capabilities.
2. their life styles to determine if they are congruent with their expectations.

These experiences will enable the individual to:

GOAL

Determine how life roles may change over time and how interaction takes place between maturation and life roles.

Appendix D

GLOSSARY

Behavioral Objective—Behavioral objectives are statements of measurable terms regarding knowledges, attitudes, and skills needed by students, each of which include four major parts which are actor, behavior, condition, and degree of success required for accomplishment.

Career—The purposeful life investment pattern of environmental resources, time, and energy in work and leisure pursuits undertaken by individuals.

Career Counseling—An interpersonal exploration and learning orientated process for individuals with qualified professionals addressing developmental, preventative, and problemmatic aspects of their actual and planned life roles as they relate to the family, the school, and the community.

Career Development—A continual process that involves a sequence of choices ending in the formulation of a pattern throughout one's lifetime. It involves a series of experiences, decisions, and interactions which, taken cumulatively, result in the formulation of a viable self-concept effectively integrating knowledge, feelings, actions, and products of the individual into life role pursuits.

Career Development Goals—Statements of what career development skills students should have based upon locally identified needs for persons individually and collectively. A goal has two main elements (1) actor—student or students for whom a goal is written, and (2) outcome—the portion of the goal that states what skill, knowledge, or attitude each student should have after participating in career development activities.

Career Development Methods—The process by which the career development needs for students are identified and prioritized by themselves and others such as school staff, parents and community members, and school graduates. The prioritization of the actual needs then becomes the basis for career guidance programming.

Career Education—An educational concept that integrates an individual's use of resources, of time, and energy over a life span as its organizing theme. Six major goals are: (1) all curriculum will be used, (2) all students will be served, (3) career development goals will be infused into all grades, K-fourteen, (4) possession of the necessary skills and knowledge to effectively assume selected life roles such as to enter and become a productive member of the world of work, (5) all students will acquire the interest and skills necessary to utilize their leisure time effectively, (6) all students will be provided the necessary placement assistance to achieve entry into their next career step.

Career Guidance—A planned developmental program using individual and group processes. These intervention strategies are both organized and structured to have maximum impact on a student's present career development maturation problems and provide a way of realizing a fuller career identity. Career guidance is also considered in terms of the total educational program of a school which implies a curriculum base and total staff involvement. The conceptual framework used considers those major career development domains which are Self and Interpersonal Relations, Career Planning and Decision-Making, and Life Role Assumption.

Career Guidance Unit (CGU's)—A counseling/instructional unit that impacts on one or a set of related career development goals that have been written for the program, combining each behavioral objective with appropriate career development methods, resources, installation plan, and evaluation plan.

Career Planning—Utilizing problem identification techniques to determine individual career development needs, establish goals and objectives to reduce those needs, and assess resources for the development strategies to address those needs.

Community Involvement—The active participation by members of the community in the planning, development, implementing, and evaluation of school's career development programs.

Coping—Problem-solving efforts made by individuals when the demands they face are highly relevant to their welfare (i.e., a situation of considerable jeopardy or promise) and when those demands tax their adaptive resources.

Curriculum Infustion Strategy—Techniques for incorporating career development goals and objectives into the school program, e.g., utilization of existing classes, team teaching, etc.

Decision Making—A choice or judgment requiring a commitment to action and based on the influence of the indivuduals involved as well as a variety of situational specific variables (e.g., the organizational environment within which the decision is made).

Environmental Influence—The forces, conditions, situations, people, data, and things, and the various combinations of each, which affect career development of the individual.

Evaluation (Formative)—A record of measuring, describing the extent to which a product, process, program, or performance occurred over a particular period of time.

Evaluation (Summative)—The comparison of products or processes, programs, or performance with standards or goals for determining the degree of accomplishment.

Follow-Through—A process of tracing students' development during their educational experiences and the various life roles they assume subsequent to leaving the school setting. It is accomplished by systematically monitoring the experiences, judgments, and impressions of students, instructors, counselors, parents, or employers.

In-service Education—A process for improving the skills, knowledge, and attitudes of educational staff and others impacting upon the career development of youth.

Life Role Requirements—Specific skills, knowledges, and attitudes which are considered necessary for satisfactory functioning within a specific life role. The acceptance of these requirements may be either generally accepted or arbitrarily specified in accordance with the actual or planned environment for which the life role has been identified.

Occupational Preparation—The learning and the teaching of the most basic employment skills in a selected occupational area to provide job-entry capability in addition to an experience based on which firm career decisions can be made. Occupational preparation in its advanced state is the development of a skill in a selected area extending beyond the most basic performance and knowledge requirements of the occupation. It is not limited to any one institutional setting or learning environment. Occupational preparation delivers entry-level capability and prepares students for further education if or when the student desires to continue studies.

Problem Identification—The assessment of needs and determination of goals and objectives to meet those needs, followed by the assessment of resources to be used in addressing the identified needs.

Problem Resolution—The development of strategies to deliver need reduction experiences or information, and the implementation and evaluation of the effectiveness of those strategies.

Psychomotor Domain—Behaviors in the psychomotor area emphasize physical skills. They include gross body movements, speech behaviors, and nonverbal communication behaviors as gestures and body movements.

Resource Assessment—A process of describing the school and community and identifying people, equipment, material, and finances, that can be used in the development or improvement of a career guidance program.

Rural Schools—Those schools which are located in a community of 2,500 population or less located twenty-five minutes from a community with a population of 2,500 or over. Actual school population is irrelevant.

Self—The entire makeup of the individual, emphasizing the relationship between the individual's changing perceptions of himself/herself and life roles that reflect his/her knowledge, feelings, actions, and the products of personal efforts. This implies that the individuals' definition of who he/she is, is often though to be a further reflection of how he/she perceived those attitudes held toward him/her by significant others.

Self-Awareness—The knowledge of personal aptitudes, abilities, interests, aspirations, and limitations.

Significant Others—Persons who influence the self-concept or the actions of an individual.

Small Schools—A school of not over 500 students which may be composed of students from rural or urban/suburban communities.

Socioeconomic Status—The economic and social position of a family or individual as measured by the educational and occupational attainment of the parents.

Stereotype—A mental "image" of individuals that presupposes that they are identical to all members of a group with whom they share only one or a few characteristics (such as sex or race). Stereotypes are usually unreliable but are extremely resistant to evidence to the contrary.

Strategies—The actual activities, learning units, and related procedures considered appropriate in helping the student learn and/or develop the required knowledge, feelings, and skills necessary for successful performance.

Work—Any activity that requires the expenditure of effort that has worth to the individual and is productive in fulfilling a need within our society.

CREDIBILITY REVIEW PANEL MEMBERS

This rural school career guidance project represents an effort to build upon the unique strengths of the rural setting and to overcome the problems faced by educators, parents, employers, and students in rural schools and communities. The use of local credibility review panels was designed to provide an assessment of the relevance and feasibility of the ruralized processes and products generated as a result of this project. Individuals representing educators, students, parents, and employers were organized into fifteen review teams across the states of Michigan, Wisconsin, and Ohio. The following individuals gave freely of their time and competencies over a year's period to increase the effectiveness of our efforts.

MICHIGAN

Kenneth Groh, Administrator, Powers
Dennis Stanek, Administrator, Rapid River
Bill Wininger, Administrator, Republic
Dave Gallinetti, Administrator, Republic
Peter Rigoni, Administrator, White Pine
Earl Eliason, Teacher, Champion
Dave Morin, Teacher, White Pine
Ray Pomroy, Counselor, Laurium
Barbara Stebler, Counselor, Hubbell
John Peterson, Counselor, Gladstone
Charles Kalhoefer, Counselor, Stephenson
Bonnie Hansen, Counselor, Powers
Michael Meldrum, Counselor, Marquette
Kenneth C. Ivio, Counselor, White Pine
David Hooker, Student, Ahmeek
Matt Amann, Student, Gladstone
Theresa Lepthien, Student, Escanaba
Keith Johnson, Student, Republic
Reata Mayo, Student, Republic
Anita Niemi, Student, Republic
Craig L. Kinnunen, Student, White Pine
Cynthia Mayfield, Student, White Pine
Edith Jenich, Community Rep., Laurium
Roy Swanson, Community Rep., Escanaba
Lois Miron, Community Rep., Republic
Ben Mykkanen, Community Rep., Republic
Susan Bekkala, Community Rep., White Pine
Dale Hanes, Community Rep., Calumet
Capt. Robert Hartman, Community Rep., Gladstone

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Thomas Pierson - Marquette - Alger Intermediate School District
Paul Kimball - Copper Country Intermediate School District
W. Leroy Liimakka - Gogebic Ontonagon Intermediate School District
Ivan Ryan & Karl Arko - Delta-Schoolcraft Intermediate School District

OHIO

Edward Pogue, Administrator, Portsmouth
William Mann, Administrator, Heborn
Hagar Sphrlock, Administrator, Wheelersburg
Ray Tearney, Administrator, Fremont
Gerald Snyder, Administrator, Chillicothe
Everett Park, Administrator, Chillicothe
Helen Snyder, Administrator, Waverly
Darold Figgins, Administrator, Montpelier
Stanley Miller, Administrator, Clarksburg
Max Knisley, Administrator, Chillicothe
Carl Fogle, Administrator, Navarre
Tony Zuppe, Administrator, Alliance
Kenneth Schppan, Teacher, Canton
Mary Lou Wachtel, Teacher, Massillon
Milton Miller, Teacher, Navarre
John Smith, Counselor, Canton
Robert Mason, Counselor, Granville
Joyce Windnagle, Counselor, Defiance
Donald Anderson, Counselor, Bainbridge
Donald Kerr, Counselor, Westerville
Wesley Snyder, Student, Canal Fulton
Dallas Chaffin, Student, Chillicothe
Jim Hoover, Student, Napoleon
Jill Decker, Student, Sherwood
Kim Burton, Student, Portsmouth
Dudley Nichols, Student, Portsmouth
Vance Holter, Student, Johnstown
Carolyn Ford, Student, Johnstown
Paula Morgan, Student, Chillicothe
Wade Golay, Community Rep., Canal Fulton
Mable Alley, Community Rep., Londonberry
Merl Bauman, Community Rep., Napoleon
William Hall, Community Rep., Wheelersburg
Lena Rowe, Community Rep., Portsmouth
Janet Everett, Community Rep., Johnstown
Lloyd Bixler, Community Rep., Newark
Pam Whaley, Community Rep., Wauseon
Charles Knapp, Community Rep., Chillicothe

WISCONSIN

Ted Kakaliouras, Administrator, Bangor
Fred Ponschok, Administrator, Shawano
Al Szepi, Administrator, LaFarge
Eugene Hawkinson, Administrator, Belmont
Jim Wall, Administrator, Platteville
Alan Beeler, Administrator, Johnson Creek
Theresa Worachek, Administrator, Reedsville
Jim Romskog, Teacher, West Salem
James Leavitt, Teacher, Belmont
Margo Thiede, Teacher, Platteville
Leona Chadwick, Teacher, Ft. Atkinson
Grant Mattes, Teacher, Reedsville
Susan Zimmerman, Counselor, Onalaska
Theda Gill, Counselor, Platteville
Terry Van Himbergen, Counselor, Johnson Creek
Larry Olson, Counselor, Reedsville
Charlotte Buckbee, Counselor, Shawano
Kevin Berg, Student, Bangor
Jo Ellen Hesselberg, Student, Sparta
Jackie Buckhop, Student, Belmont
Ron Voigts, Student, Belmont
Theresa Stuehler, Student, Watertown
Mitch Winter, Student, Johnson Creek
Kathy Welch, Student, Reedsville
Tim Wenzel, Student, Reedsville
Steven Broder, Student, Shawano
Steve Darm, Student, Shawano
Juanita Rasch, Student, Shawano
Charlotte Hoffmann, Parent, Bangor
Shirley Heins, Parent, Belmont
Mr. & Mrs. William Daley, Parents, Greenleaf
Lloyd Niedfeldt, Community Rep., Bangor
Joseph Klein, Community Rep., Cuba City
Helen Krause, Community Rep., Johnson Creek
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William Becker, Community Rep., Shawano
J. A. Kasten, Community Rep., Shawano
Charles Marohl, Community Rep., Shawano

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